DOCUMENT RESUME

ED 405 347 TM 026 126

TITLE	ACT Assessment 1996 Results, Summary Report. National.
INSTITUTION	American Coll. Testing Program, Iowa City, Iowa.
PUB DATE	15 Aug 96
NOTE	48p.
PUB TYPE	Collected Works - General (020) -- Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Academic Achievement; Achievement Tests; College Bound Students; *College Entrance Examinations; Core Curriculum; *Educational Trends; Higher Education; *High School Graduates; Minority Groups; National Norms; *Scores; Sex Differences; *Test Results; Test Use; Trend Analysis
IDENTIFIERS	*ACT Assessment; *American College Testing Program

ABSTRACT

The news release and other documents in this packet report information about the nation's 1996 high school graduates who took the American College Testing Program (ACT) Assessment. The packet contains, in addition to the news release, the 1996 Summary Report of national data, "The High School Profile Report, Normative Data: A Description of the Academic Abilities and Nonacademic Characteristics of Your ACT Tested 1996 Graduates" (national report only), and "Cautions on the Use of State Aggregate ACT Scores." The national average composite score on the ACT, a college entrance examination taken by nearly 60% of America's entering college freshmen, increased to 20.9 in 1996, from 20.8 in 1995. This is the third year of the last four in which the national average has increased. This average was derived from the scores of the 925,000 high school graduates who took the ACT Assessment. The increase in the national average score for 1996 can be attributed in large part to the performance of female students. In addition, research has consistently shown that higher level preparation in the core courses is very strongly associated with higher achievement on the ACT Assessment. In turn, ACT scores relate directly to students' postsecondary performance. The relationship between increases in preparation and higher average scores can be clearly seen in the recent performance of Native American students. Although they have not caught up to the scores of the majority population, their increased core course completion is reflected in the largest overall gain among ACT-tested groups. Hispanic students, Mexican American students, and Asian American students increased their scores in 1996. African American students held their scores steady, with the exception of a slight decline in science reasoning. The relationship between advanced courses and overall performance on the ACT is especially apparent when the sequence of mathematics courses is examined. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
P. A. FARRANT
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

ED 405 347

ACT Assessment 1996 *Results*

National

TM 026126

BEST COPY AVAILABLE

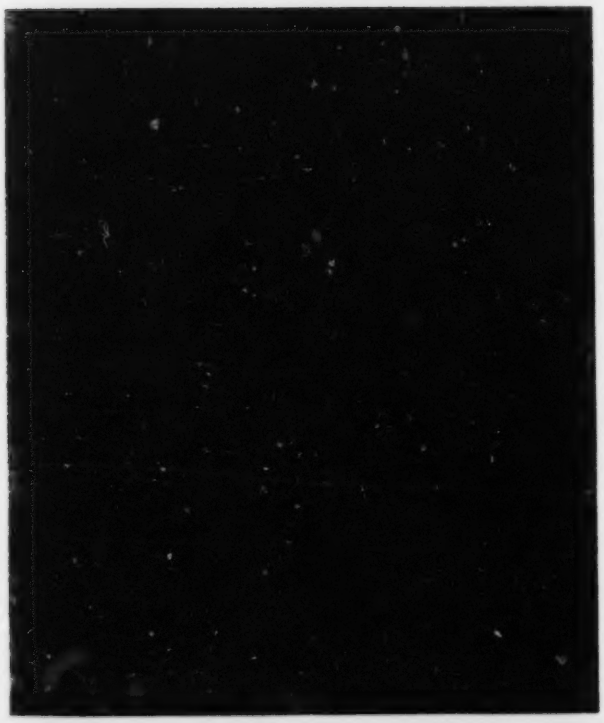
TM

ACT Assessment

1996 *Results*

Summary Report

National



TM024126

ACT ASSESSMENT RESULTS

National
1996

This report provides information about the performance of 1996 graduating seniors nationwide who took the ACT Assessment as juniors or seniors. As you review and interpret the information provided, please keep the following in mind:

- ACT-tested seniors may not be representative of the total population of graduating seniors.

- This report provides selected information about the nation's ACT-tested graduating seniors. For more details, please refer to the 1996 national High School Profile Report.

Average ACT Scores

National
1996

To help policy-makers gain a better perspective on the association between coursework taken in high school and performance on the ACT Assessment, this report provides information about the graduating class according to type of high school program completed. Average scores are reported for 1996 graduating seniors who reported completing a core high school program (a **core or more** program is defined as a typical college preparatory program) and for those who reported not completing a high school core program. (Refer to following page).

The academic preparation a student receives in high school correlates with success in college. ACT research indicates that students who prepare academically by taking a core high school program consistently score higher on the ACT Assessment than those who do not. These same students also earn better grades in college. These facts underscore the value of a strong basic program of study in high school.

Types of High School Program

Core or More

A **core or more** program is defined as a typical college preparatory program including:

- **English (four years or more)**

  One year credit each for English 9, English 10, English 11, English 12

- **Mathematics (three years or more)**

  One year credit each for Algebra 1, Algebra II, Geometry
  One-half year credit each for Trigonometry, Calculus (not Pre-Calculus), other Math courses beyond Algebra II, Computer Math/Computer Science

- **Social Studies (three years or more)**

  One year credit each for American History, World History, American Government
  One-half year credit each for Economics, Geography, Psychology, other History (European, State, etc.)

- **Natural Sciences (three years or more)**

  One year credit each for General/Physical/Earth Science, Biology, Chemistry, Physics

Less Than Core

A **less than core** program refers to any high school program consisting of fewer courses than those included in core or more.

Average ACT test scores in English, Mathematics, Reading, Science Reasoning, and Composite for 1996 seniors who completed a core curriculum and those who did not are shown in Tables 1 and 2. In general, students who complete core coursework tend to earn higher average scores than students who do not complete core coursework. As Table 2 indicates, this association holds true across racial-ethnic groups. Table 3 shows that regardless of ethnic background, the average Composite score for students who completed core coursework has been consistently higher over the past five years than the average Composite scores of those who did not.

Table 1
Average ACT Scores
By Type of High School Program

	Core or More					Less Than Core				
Reference Group	**E**	**M**	**R**	**SR**	**C**	**E**	**M**	**R**	**SR**	**C**
National	21.5	21.5	22.5	22.1	22.0	18.6	18.4	19.7	19.6	19.2

Table 2
Average ACT Scores
By Type of High School Program and Racial-Ethnic Group

	Core or More					Less Than Core				
National										
Reference Group	**E**	**M**	**R**	**SR**	**C**	**E**	**M**	**R**	**SR**	**C**
African-Amer/Black	17.4	17.7	18.0	18.0	17.9	15.1	15.7	16.0	16.4	15.9
Amer Ind/Alas. Nat.	19.4	19.6	20.5	20.6	20.2	16.7	17.0	18.1	18.4	17.7
Caucasian	22.2	22.0	23.2	22.7	22.7	19.4	18.9	20.5	20.3	19.9
Mex Amer/Chi.	18.9	19.8	20.0	20.0	19.8	16.3	17.1	17.6	17.9	17.4
Asian Amer/Pac.	21.1	23.7	22.1	22.2	22.4	18.3	20.8	19.3	19.9	19.7
P.R./Cuban/Oth.	19.2	20.0	20.3	20.1	20.0	16.4	17.2	17.5	17.8	17.4

Table 3
Trends in Average ACT Composite Scores Across Five Years
By Type of High School Program and Racial-Ethnic Group

National Reference Group	Core or More		Less Than Core	
	N	Composite	N	Composite
All Graduates				
1992	419073	22.0	372166	19.1
1993	453064	22.0	374256	19.1
1994	478885	22.0	359974	19.1
1995	529146	22.0	360925	19.1
1996	542136	22.0	354733	19.2
African-American/Black				
1992	35166	18.1	39465	16.1
1993	38893	18.1	40620	16.1
1994	41533	18.0	39275	16.0
1995	48097	18.0	40099	15.9
1996	48321	17.9	38546	15.9
American Indian/Alaskan Native				
1992	4026	19.8	5255	17.1
1993	4537	20.0	5390	17.3
1994	4995	20.0	5533	17.3
1995	5398	20.1	5509	17.4
1996	5655	20.2	5419	17.7
Caucasian				
1992	320849	22.6	277995	19.7
1993	342884	22.6	275294	19.8
1994	356512	22.6	260155	19.8
1995	388508	22.6	257159	19.8
1996	398962	22.7	251375	19.9
Mexican American/Chicano				
1992	12787	19.8	13185	17.1
1993	13764	19.8	13753	17.2
1994	15411	19.6	13918	17.1
1995	13435	19.8	10801	17.2
1996	11753	19.8	9438	17.4
Asian American/Pacific Islander				
1992	14945	22.5	7336	19.8
1993	16600	22.5	7649	19.8
1994	17686	22.5	7952	19.9
1995	19237	22.4	7989	19.5
1996	19685	22.4	7676	19.7
Puerto Rican/Cuban/Other Hispanic				
1992	7026	20.7	5608	17.6
1993	7693	20.5	5799	17.6
1994	8685	20.5	5950	17.6
1995	13585	19.9	9812	17.2
1996	14838	20.0	10462	17.4

The data in Table 4 present the relationship between average ACT Composite scores and patterns of high school coursework across racial-ethnic groups **and** annual family income levels within each group.

Table 4
Average ACT Composite Scores
By Type of High School Program, Racial-Ethnic Group
And Annual Family Income

1996	Annual Family Income					
National	**Less than $18,000**		**$18,000-$35,999**		**$36,000 or more**	
Reference Group	**N**	**Composite**	**N**	**Composite**	**N**	**Composite**
All Graduates						
Total Group	104195	18.5	229613	20.1	475456	21.9
Core	52650	19.7	128846	21.2	306653	22.8
Less than Core	50010	17.4	98734	18.6	165497	20.1
African-American/Black						
Total Group	26687	16.2	30271	16.9	23034	18.2
Core	13563	17.0	16615	17.7	14172	19.0
Less than Core	12888	15.4	13389	15.8	8707	16.9
American Indian/Alaskan Native						
Total Group	2535	17.3	3993	18.5	4117	20.1
Core	1033	18.8	1938	19.6	2279	21.2
Less than Core	1306	16.6	1922	17.5	1748	18.8
Caucasian						
Total Group	50187	20.1	157413	20.9	393479	22.1
Core	25080	21.5	88415	22.0	254197	23.0
Less than Core	24727	18.8	68054	19.4	137138	20.4
Mexican American/Chicano						
Total Group	5340	17.4	7598	18.4	7020	20.1
Core	2739	18.4	4060	19.4	4253	21.1
Less than Core	2562	16.3	3486	17.2	2729	18.6
Asian American/Pacific Islander						
Total Group	4775	18.7	7486	20.6	13464	23.3
Core	3041	19.5	5186	21.4	10033	23.8
Less than Core	1643	17.1	2172	18.9	3221	21.6
Puerto Rican/Cuban/Other Hispanic						
Total Group	6277	17.2	8342	18.5	9160	20.6
Core	3149	18.3	4681	19.4	5916	21.4
Less than Core	2943	16.1	3512	17.2	3102	18.9

Each year ACT collects freshman course grades from hundreds of colleges and universities. Research has shown ACT-tested graduates typically have at least a 50 percent chance of receiving at least a "B" in the courses listed if they obtain the identified ACT score value or higher. The columns in the right side of the table present the percentages of ACT-tested graduates that earned a score at or above the typical cutoff score. For example, of those students who had core or more coursework, 76% had an ACT English score at or above 18.

Table 5
Summary of Course Placement Cutoff Scores

Course Type	ACT Assessment Test Variable	Typical Cutoff Score	Percent At or Above The Typical Cutoff Score	
			Those with Core Coursework	Those With Less than Core Coursework
English				
Standard	English	18	76	54
Composition	English	21	56	33
Advanced	English	21	56	33
Composition				
Literature				
Mathematics				
Elementary Algebra	Mathematics	19	70	40
Intermediate Algebra	Mathematics	22	46	21
College Algebra	Mathematics	23	39	17
Calculus	Mathematics	26	21	8
Science				
Chemistry	Science Reasoning	23	43	23
Physics	Science Reasoning	20	69	46

Academic success at specific colleges/universities depends on many factors, including the selectivity of the institution and the institution's grading practices. Based on the information presented above, the percentage of ACT-tested students who would likely receive at least a "B" in the identified courses is higher for those who completed the recommended core coursework. Students who earn ACT scores below those listed may need additional academic preparation to be successful in these typical college entry level courses.

Table 6 compares percentages of students choosing selected academic majors in 1992, 1994, and 1996. Overall the interest in most majors has been consistent during this period, with the exception of the interest in Business and Health professions.

Table 6
Percentages Choosing Selected Majors
By Graduation Year and Gender

National Reference Group	Men	Women	Total
Business			
1992	16	16	16
1994	14	13	13
1996	14	12	13
Computer/Information Sciences			
1992	3	2	2
1994	3	1	2
1996	4	1	3
Education			
1992	5	12	9
1994	5	12	9
1996	5	12	9
Engineering			
1992	19	3	10
1994	17	3	9
1996	17	3	9
Health Professions			
1992	11	22	17
1994	13	26	20
1996	13	27	21

Table 7 presents the average ACT Composite scores for various racial-ethnic groups from 1992 to 1996. Trend information is provided for each reference group represented by 500 or more ACT-tested graduates each year. Over the five-year period, the national average composite score for all graduates has increased from 20.6 to 20.9. African-American and Asian-American scores have remained stable while American Indian/Alaskan Native scores have increased from 18.1 to 18.8.

Table 7
Trends in Average ACT Composite Scores*

National Reference Group	N	Composite
All Graduates		
1992	832217	20.6
1993	875603	20.7
1994	891714	20.8
1995	945369	20.8
1996	924663	20.9
African-American/Black		
1992	75356	17.0
1993	80401	17.1
1994	81806	17.0
1995	89155	17.1
1996	87630	17.0
American Indian/Alaskan Native		
1992	9784	18.1
1993	10384	18.4
1994	11026	18.5
1995	11361	18.6
1996	11580	18.8
Caucasian		
1992	604469	21.3
1993	625242	21.4
1994	623366	21.4
1995	650664	21.5
1996	654377	21.6

...Continued

Continued...

Table 7
Trends in Average ACT Composite Scores*

National Reference Group	N	Composite
Mexican American/Chicano		
1992	26163	18.4
1993	27713	18.5
1994	29558	18.4
1995	24431	18.6
1996	21345	18.7
Asian American/Pacific Islander		
1992	22771	21.6
1993	24754	21.7
1994	26168	21.7
1995	27784	21.6
1996	27847	21.6
Puerto Rican/Cuban/Other Hispanic		
1992	13013	19.3
1993	13894	19.3
1994	15119	19.3
1995	24054	18.7
1996	25857	18.9

*All average scores are on the scale for the Enhanced ACT Assessment. Annual national trends in ACT scores beginning with 1969-70 are available on request.

The High School Profile Report

Normative Data

A Description of
the Academic Abilities and Nonacademic Characteristics
of Your ACT-tested 1996 Graduates

ACT HIGH SCHOOL PROFILE REPORT
H S GRADUATING CLASS 1996

HS GRADUATING CLASS OF 1996
NATIONAL REPORT

CODE 990-000

ACT

TM024126

ACT HIGH SCHOOL PROFILE REPORT
H S GRADUATING CLASS 1996

HS GRADUATING CLASS OF 1996
NATIONAL REPORT

CODE 990-000

THE STATISTICS IN THIS REPORT REFLECT THE CHARACTERISTICS OF THE STUDENTS AT YOUR SCHOOL WHO TOOK THE ACT ASSESSMENT DURING THEIR JUNIOR OR SENIOR YEAR AND GRADUATED IN 1996. DEPENDING ON THE PROPORTION OF STUDENTS WHO TOOK THE ASSESSMENT, THE DATA MAY OR MAY NOT REFLECT THE CHARACTERISTICS OF YOUR COLLEGE BOUND STUDENTS. ASSISTANCE IN UNDERSTANDING THIS REPORT AND APPLYING THE RESULTS AT YOUR SCHOOL IS PROVIDED IN THE PUBLICATION, YOUR COLLEGE-BOUND STUDENTS: INTERPRETIVE GUIDE TO THE ACT HIGH SCHOOL PROFILE SERVICE.

EXECUTIVE SUMMARY
5-YEAR TREND HISTORY OF COLLEGE-BOUND STUDENTS.....1

TABLE 1 AVERAGE ACT SCORES BY ACADEMIC PREPARATION FOR DIFFERENT ETHNIC GROUPS 3

TABLE 2 AVERAGE ACT COMPOSITE SCORES BY ABILITY LEVEL FOR DIFFERENT ETHNIC GROUPS 4

TABLE 3 STUDENT SATISFACTION WITH VARIOUS ASPECTS OF THE LOCAL HIGH SCHOOL 5

TABLE 4 MEAN ACT SCORES, FREQUENCY DISTRIBUTIONS, AND CUMULATIVE PERCENTAGES FOR MALE AND FEMALE COMBINED (TOTAL) 6

TABLE 5 DISTRIBUTIONS OF CUMULATIVE PERCENTAGES FOR ACT STANDARD SUBSCORES 7

TABLE 6 MEAN ACT SCORES AND STANDARD DEVIATIONS FOR MALES AND FEMALES 8

TABLE 7 EXPRESSED ADEQUACY OF HS EDUCATION ACCORDING TO HS CURRICULUM OR PROGRAM 8

TABLE 8 AVERAGE ACT SCORES FOR DIFFERENT PATTERNS OF ACADEMIC PREPARATION 8

TABLE 9 HIGH SCHOOL GPA'S & ACT AVERAGE SCORES BY COMMON COURSE SEQUENCES 9

TABLE 10 PERCENTAGE DISTRIBUTION OF PLANNED EDUCATIONAL MAJORS AND VOCATIONAL CHOICES 10

TABLE 11 BACKGROUND INFORMATION ABOUT YOUR GRADUATING CLASS 11

TABLE 12 STUDENTS INSTITUTIONAL PREFERENCES AT TIME OF TESTING 12

TABLE 13 DISTRIBUTION OF PLANNED EDUCATIONAL MAJORS AND ACT COMPOSITE SCORES 13

TABLE 14 AVERAGE ACT COMPOSITE SCORE BY CAREER CLUSTER 17

TABLE 15 HIGH SCHOOL ACADEMIC AREA GRADE AVERAGES BY GENDER AND RACE/ETHNICITY 17

APPENDIX 18

National

The table below compares the average ACT scores for your students who reported they completed the recommended core college preparatory curriculum with those who had not. Please note that your State Department of Education may have a different definition of the college preparatory courses and may, therefore publish reports showing slightly different data.

	Those with core or more					Those with less than core				
Reference Year	N	Eng	Math	Rdng	Sci R	Comp	N	Eng	Math	Rdng	Sci R	Comp
1991-92	419073	21.6	21.6	22.5	21.9	22.0	372166	18.7	18.3	19.5	19.4	19.1
1992-93	453064	21.6	21.6	22.5	22.0	22.0	374256	18.7	18.3	19.6	19.4	19.1
1993-94	478885	21.5	21.5	22.5	22.1	22.0	359974	18.6	18.3	19.6	19.5	19.1
1994-95	529146	21.4	21.5	22.4	22.0	22.0	360925	18.5	18.3	19.6	19.5	19.1
1995-96	542136	21.5	21.5	22.5	22.1	22.0	354733	18.6	18.4	19.7	19.6	19.2

Below are listed the summary statistics for all of your ACT-tested graduates on all five scores.

Reference Year	N	English	Mathematics	Reading	Sci Reas	Composite
1991-92	832217	20.2	20.0	21.1	20.7	20.6
1992-93	875603	20.3	20.1	21.2	20.8	20.7
1993-94	891714	20.3	20.2	21.2	20.9	20.8
1994-95	945369	20.2	20.2	21.3	21.0	20.8
1995-96	924663	20.3	20.2	21.3	21.1	20.9

Below are listed the ACT quartile values for all of your 1996 ACT-tested graduates on all five scores.

Quartile*	English	Mathematics	Reading	Sci Reas	Composite
Q3 (75th percentile)	24.3	23.4	25.4	24.1	24.1
Q2 (50th percentile - median)	20.0	19.5	20.9	20.7	20.5
Q1 (25th percentile)	16.2	16.6	16.9	17.7	17.4

* The quartile values are interpolated and are based upon calculated student percentile ranks which may differ from the cumulative percentages reported in the frequency distribution tables in the High School Profile Report

TABLE 1 AVERAGE ACT SCORES BY ACADEMIC PREPARATION FOR DIFFERENT ETHNIC GROUPS

	AFRO-AM/ BLACK MEAN	AM IND/ ALSK NTV MEAN	CAUC AM/ WHITE MEAN	MEX AM/ CHICANO MEAN	ASIAN AM/ PAC ISLDR MEAN	P RICAN/ HISPANIC MEAN
CORE OR MORE	(N= 48321)	(N= 5655)	(N=398962)	(N= 11753)	(N= 19685)	(N= 14838)
ENGLISH	17.4	19.4	22.2	18.9	21.1	19.2
USAGE/MECH	8.4	9.5	11.3	9.3	10.7	9.5
RHET SKILLS	8.9	10.0	11.4	9.7	10.8	9.9
MATHEMATICS	17.7	19.6	22.0	19.8	23.7	20.0
PRE/ELEM-ALG	8.9	10.0	11.6	10.2	12.4	10.3
ALG/CRD-GEOM	8.7	9.7	10.9	9.8	12.0	10.0
PLANE GEOM/TRIG	8.8	10.1	11.3	10.2	12.4	10.3
READING	18.0	20.5	23.2	20.0	22.1	20.3
SOC STU/SCI	8.7	10.2	11.6	9.8	11.0	10.0
ARTS/LITERATURE	9.3	10.6	12.3	10.5	11.5	10.7
SCI REASONING	18.0	20.6	22.7	20.0	22.2	20.1
COMPOSITE	17.9	20.2	22.7	19.8	22.4	20.0
LESS THAN CORE	(N= 38546)	(N= 5419)	(N=251375)	(N= 9438)	(N= 7676)	(N= 10462)
ENGLISH	15.1	16.7	19.4	16.3	18.3	16.4
USAGE/MECH	7.0	8.0	9.6	7.7	9.0	7.8
RHET SKILLS	7.7	8.6	10.0	8.4	9.3	8.4
MATHEMATICS	15.7	17.0	18.9	17.1	20.8	17.2
PRE/ELEM-ALG	7.4	8.3	9.6	8.3	10.5	8.4
ALG/CRD-GEOM	7.6	8.2	9.3	8.3	10.4	8.4
PLANE GEOM/TRIG	7.7	8.7	9.7	8.7	10.8	8.8
READING	16.0	18.1	20.5	17.6	19.3	17.5
SOC STU/SCI	7.7	8.9	10.1	8.6	9.6	8.5
ARTS/LITERATURE	7.9	9.2	10.7	9.0	9.8	8.9
SCI REASONING	16.4	18.4	20.3	17.9	19.9	17.8
COMPOSITE	15.9	17.7	19.9	17.4	19.7	17.4
NO RESPONSE	(N= 763)	(N= 506)	(N= 4040)	(N= 154)	(N= 486)	(N= 557)

TABLE 1 (CONTINUED)

	AFRO-AM/ BLACK MEAN	AM IND/ ALSK NTV MEAN	CAUC AM/ WHITE MEAN	MEX AM/ CHICANO MEAN	ASIAN AM/ PAC ISLDR MEAN	P RICAN/ HISPANIC MEAN
TOTAL GROUP	(N= 87630)	(N= 11580)	(N=654377)	(N= 21345)	(N= 27847)	(N= 25857)
ENGLISH	16.4	17.9	21.1	17.7	20.3	18.0
USAGE/MECH	7.8	8.6	10.6	8.6	10.2	8.8
RHET SKILLS	8.4	9.2	10.9	9.1	10.4	9.2
MATHEMATICS	16.8	18.2	20.8	18.6	22.9	18.8
PRE/ELEM-ALG	8.2	9.1	10.8	9.3	11.8	9.5
ALG/CRD-GEOM	8.2	8.9	10.3	9.1	11.5	9.3
PLANE GEOM/TRIG	8.3	9.4	10.7	9.5	11.9	9.7
READING	17.1	19.2	22.2	18.9	21.3	19.2
SOC STU/SCI	8.3	9.5	11.0	9.3	10.6	9.4
ARTS/LITERATURE	8.7	9.8	11.6	9.8	11.0	9.9
SCI REASONING	17.3	19.4	21.8	19.0	21.5	19.2
COMPOSITE	17.0	18.8	21.6	18.7	21.6	18.9

TABLE 2 AVERAGE ACT COMPOSITE SCORES BY ABILITY LEVEL FOR DIFFERENT ETHNIC GROUPS

	AFRO-AM/ BLACK N	MEAN	AM IND/ ALSK NTV N	MEAN	CAUC AM/ WHITE N	MEAN	MEX AM/ CHICANO N	MEAN	ASIAN AM/ PAC ISLDR N	MEAN	P RICAN/ HISPANIC N	MEAN
HIGH SCHOOL AVERAGE												
3.50 - 4.00	12133	20.3	2798	22.1	240560	24.5	5833	21.3	13392	24.1	7022	21.7
3.00 - 3.49	23706	17.8	3369	19.1	194642	21.2	6953	18.7	8243	20.4	8561	18.9
2.50 - 2.99	26512	16.4	2753	17.6	131900	19.3	5063	17.3	4025	18.5	6259	17.4
2.00 - 2.49	18616	15.5	1772	16.5	66088	18.0	2549	16.5	1658	17.3	2963	16.6
1.99 & BELOW	5679	14.9	639	15.9	17251	17.2	778	16.2	399	17.0	745	16.2
CGPA PRED BY STUDENT												
3.5 - 4.0	10219	20.2	1857	23.0	156842	25.2	3590	22.2	10442	24.7	5162	22.3
3.0 - 3.4	29846	17.9	4092	19.6	267370	21.8	8631	19.2	10598	20.9	10657	19.2
2.5 - 2.9	24803	16.4	2818	17.7	141616	19.5	5282	17.5	4319	18.5	6086	17.4
2.0 - 2.4	17213	15.3	1939	16.2	68253	17.8	2854	16.2	1672	17.1	2971	16.1
1.9 & BELOW	4662	14.6	765	15.3	14526	16.7	732	15.3	477	16.0	661	15.4
HIGH SCHOOL RANK												
TOP QUARTER	23616	19.3	4194	21.2	303697	24.1	7774	21.1	14835	24.1	9540	21.4
2ND QUARTER	32693	16.7	4072	18.1	220676	20.1	7627	18.0	8085	19.5	9209	18.1
BOTTOM HALF	28490	15.6	2978	16.5	116759	18.1	5251	16.4	4203	17.5	6197	16.5

TABLE 3 STUDENT SATISFACTION WITH VARIOUS ASPECTS OF THE LOCAL HIGH SCHOOL

		SATISFIED NO CHANGE NECESSARY		PRETTY MUCH NEUTRAL		DISSATISFIED IMPROVEMENT NEEDED		NO EXPER-IENCE	
		FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
CLASSROOM	MALE	218198	24	112090	12	44284	5	2272	0
INSTRUCTION	FEMALE	270758	29	146903	16	71442	8	2084	0
	TOTAL	488956	53	258993	28	115726	13	4356	0
NO. & VARIETY	MALE	200976	22	83719	9	89343	10	2841	0
OF COURSE	FEMALE	250462	27	94551	10	143435	16	2903	0
OFFERINGS	TOTAL	451438	49	178270	19	232778	25	5744	1
GRADING	MALE	191926	21	116090	13	64753	7	3783	0
PRACTICES &	FEMALE	259298	28	143763	16	84394	9	3516	0
POLICIES	TOTAL	451224	49	259853	28	149147	16	7299	1
NO. & KINDS	MALE	191490	21	140424	15	41487	4	2996	0
OF TESTS	FEMALE	244095	26	182306	20	61847	7	2530	0
GIVEN	TOTAL	435585	47	322730	35	103334	11	5526	1
GUIDANCE SERV	MALE	196452	21	92981	10	72874	8	13948	2
PROVIDED BY	FEMALE	240979	26	107708	12	126899	14	15013	2
TOTAL SCHOOL	TOTAL	437431	47	200689	22	199773	22	28961	3
SCHOOL RULES,	MALE	137825	15	103959	11	127984	14	6368	1
REGULATIONS,	FEMALE	180348	20	131475	14	173203	19	5298	1
& POLICIES	TOTAL	318173	34	235434	25	301187	33	11666	1
LIBRARY OR	MALE	202856	22	104857	11	61349	7	7189	1
LEARNING	FEMALE	264975	29	131493	14	85588	9	8522	1
CENTER	TOTAL	467831	51	236350	26	146937	16	15711	2
LABORATORY	MALE	178904	19	111247	12	72145	8	14008	2
FACILITIES	FEMALE	220808	24	144378	16	103216	11	22183	2
	TOTAL	399712	43	255625	28	175361	19	36191	4
PROVISIONS FOR	MALE	135931	15	101982	11	40808	4	97641	11
SPECIAL HELP IN	FEMALE	171194	19	116239	13	67537	7	135635	15
READING,MATH,ETC	TOTAL	307125	33	218221	24	108345	12	233276	25
PROVISIONS FOR	MALE	201360	22	94574	10	42917	5	37536	4
ACADEMICALLY	FEMALE	269228	29	108710	12	68858	7	43933	5
OUTSTANDING STU	TOTAL	470588	51	203284	22	111775	12	81469	9
ADEQUACY OF PROG	MALE	149894	16	120777	13	72900	8	32079	3
IN CAREER EDUC	FEMALE	185400	20	137517	15	124571	13	42208	5
& PLANNING	TOTAL	335294	36	258294	28	197471	21	74287	8

TOTAL STUDENTS IN REPORT - 924663

TABLE 4 MEAN ACT SCORES, FREQUENCY DISTRIBUTIONS, AND CUMULATIVE PERCENTAGES FOR MALE AND FEMALE COMBINED (TOTAL)

STD SCORE	ACT ENGLISH FREQ	PB	ACT MATHEMATICS FREQ	PB	ACT READING FREQ	PB	ACT SCI REASONING FREQ	PB	ACT COMPOSITE FREQ	PB
36	1503	99	902	99	12454	99	2551	99	62	99
35	738	99	979	99	9094	99	475	99	462	99
34	2559	99	1614	99	12759	98	3960	99	1588	99
33	3861	99	3930	99	15703	96	2894	99	3730	99
32	6396	99	6544	99	14029	95	5934	99	6893	99
31	9886	98	11724	98	11890	93	11999	98	11131	99
30	12771	97	15166	97	20451	92	15382	97	16223	97
29	26081	96	18624	96	25128	90	16999	95	20093	96
28	31220	93	22503	94	29436	87	22254	93	26728	93
27	36765	90	28497	91	34594	84	28660	91	33448	91
26	41681	86	37334	88	41643	80	46746	88	39986	87
25	45397	81	39537	84	35745	75	50640	83	47452	83
24	50541	76	40669	80	53547	72	55666	77	54070	78
23	51159	71	54399	75	45175	66	60888	71	60613	72
22	57049	65	48346	69	64138	61	83584	65	66664	65
21	53710	59	61405	64	61044	54	70806	56	72125	58
20	68843	53	67405	58	66273	47	75054	48	74929	50
19	64300	46	74104	50	51439	40	83596	40	74639	42
18	58819	39	74564	42	65037	35	66776	31	72916	34
17	53665	33	94353	34	39081	28	76120	24	66113	26
16	56364	27	72709	24	46869	23	48629	16	56571	19
15	53942	21	64813	16	36882	18	39519	10	47192	13
14	41306	15	45150	9	37353	14	26410	6	35344	8
13	33295	10	22933	4	35037	10	15882	3	22357	4
12	22720	7	11434	2	27992	6	6982	1	9816	1
11	19189	4	3668	1	17257	3	3562	1	2755	1
10	12379	2	998	1	8940	2	1538	1	582	1
9	5521	1	199	1	2937	1	742	1	130	1
8	2140	1	66	1	1323	1	281	1	35	1
7	626	1	49	1	645	1	80	1	8	1
6	184	1	13	1	446	1	35	1	6	1
5	39	1	20	1	211	1	3	1	1	1
4	9	1	4	1	59	1	2	1	1	1
3	3	1	7	1	41	1	11	1	0	1
2	2	1	0	1	7	1	0	1	0	1
1	0	1	1	1	4	1	3	1	0	1
FREQUENCIES AND PERCENTAGES OF SCORES IN FOUR INTERVALS										
27-36	131780	14	110483	12	185538	20	111108	12	120358	13
22-26	245827	27	220285	24	240248	26	297524	32	268785	29
19-21	186853	20	202914	22	178756	19	229456	25	221693	24
1-18	360203	39	390981	42	320121	35	286575	31	313827	34
MEAN	20.3		20.2		21.3		21.1		20.9	
S.D.	5.4		4.8		6.1		4.6		4.7	

NUMBER OF STUDENTS - 924663

TABLE 5 DISTRIBUTIONS OF CUMULATIVE PERCENTAGES FOR ACT STANDARD SUBSCORES

STD SCORE	USAGE/MECH N	USAGE/MECH PB	RHET SKILLS N	RHET SKILLS PB	SOC STU/SCI N	SOC STU/SCI PB	ARTS/LIT N	ARTS/LIT PB	STD SCORE
18	9753	99	8163	99	19416	99	35132	99	18
17	20883	99	6484	99	28610	98	63615	96	17
16	33730	97	21346	98	38654	95	50314	89	16
15	50524	93	50137	96	56129	91	49013	84	15
14	60834	88	63408	91	56748	85	71414	79	14
13	71638	81	80546	84	63243	78	80522	71	13
12	75257	73	105504	75	76350	72	97680	62	12
11	84086	65	99701	64	90726	63	78239	52	11
10	91076	56	133699	53	141501	54	75587	43	10
9	97666	46	102820	38	94899	38	71284	35	9
8	100248	36	99609	27	75847	28	64554	27	8
7	85440	25	76141	17	82594	20	63690	20	7
6	67422	16	41529	8	43517	11	53737	13	6
5	46102	8	24938	4	26119	6	30071	8	5
4	21791	3	7074	1	17990	3	23096	4	4
3	6363	1	3035	1	8265	1	10637	2	3
2	1679	1	481	1	3068	1	5469	1	2
1	171	1	48	1	987	1	609	1	1
MEAN	10.1		10.4		10.6		11.1		
S.D.	3.4		2.9		3.4		3.9		

STD SCORE	PRE/ELEM ALG N	PRE/ELEM ALG PB	ALG/CRD-GEOM N	ALG/CRD-GEOM PB	PLN GEOM/TRIG N	PLN GEOM/TRIG PB	STD SCORE
18	14113	99	7845	99	14321	99	18
17	21634	98	11022	99	1241	98	17
16	41247	96	18123	98	20660	98	16
15	40567	92	31362	96	30752	96	15
14	57791	87	45153	93	74006	93	14
13	64683	81	47219	88	65172	85	13
12	87983	74	113153	83	113673	78	12
11	106121	65	84548	70	118004	65	11
10	106927	53	171481	61	129005	53	10
9	105053	41	138885	43	125128	39	9
8	101503	30	96519	28	120984	25	8
7	82714	19	68613	17	41899	12	7
6	44414	10	27416	10	29076	8	6
5	30294	5	27747	7	14870	4	5
4	11725	2	16794	4	13582	3	4
3	6419	1	10929	2	4276	1	3
2	1343	1	5166	1	4885	1	2
1	132	1	2688	1	3129	1	1
MEAN	10.4		10.0		10.4		
S.D.	3.3		3.0		2.9		

NUMBER OF STUDENTS - 924663

TABLE 6 MEAN ACT SCORES AND STANDARD DEVIATIONS FOR MALES AND FEMALES

	ACT ENGLISH	ACT MATHEMATICS	ACT READING	ACT SCI REASONING	ACT COMPOSITE
MALES (N=407587)					
MEAN	19.8	20.9	21.0	21.7	21.0
S.D.	5.4	5.0	6.1	4.8	4.8
FEMALES (N=517076)					
MEAN	20.7	19.7	21.6	20.5	20.8
S.D.	5.3	4.5	6.0	4.3	4.5

PERCENTAGES OF STUDENTS IN TEST SCORE INTERVALS

SCORE INTERVAL	M	F	M	F	M	F	M	F	M	F
27-36	13	16	16	9	19	21	16	9	14	12
22-26	25	28	26	22	25	27	34	31	29	29
19-21	20	20	21	22	19	19	23	26	23	25
1-18	43	36	38	46	37	33	27	34	34	34

TABLE 7 EXPRESSED ADEQUACY OF HS EDUCATION ACCORDING TO HS CURRICULUM OR PROGRAM

EXPRESSED ADEQUACY	TOTAL FREQ	PC	AVG ACT COMP	BUS-COMM FREQ	PC	VOC-OCC FREQ	PC	COL PREP FREQ	PC	OTHER-GEN FREQ	PC
EXCELLENT	154371	18	23.2	4130	10	4899	10	127491	21	17851	10
GOOD	370074	42	21.2	15949	40	19448	39	265303	44	69374	40
AVERAGE	213411	25	19.3	12655	31	16752	33	125718	21	58286	33
BELOW AVERAGE	46202	5	19.1	2969	7	3911	8	26197	4	13125	8
VERY INADEQUATE	74646	9	20.5	4012	10	4339	9	53308	9	12987	7
NO RESPONSE	12347	1	20.8	533	1	687	1	8693	1	2434	1
NO. OF STUDENTS	871051			40248		50036		606710		174057	

TABLE 8 AVERAGE ACT SCORES FOR DIFFERENT PATTERNS OF ACADEMIC PREPARATION

REFERENCE GROUPS	N-COUNT	ENGLISH MEAN	ENGLISH SD	MATH MEAN	MATH SD	READING MEAN	READING SD	SCI REASONING MEAN	SCI REASONING SD	COMPOSITE MEAN	COMPOSITE SD
ALL GRADUATES	924663	20.3	5.4	20.2	4.8	21.3	6.1	21.1	4.6	20.9	4.7
COLLEGE CORE											
E4, M3, SS3, NS3	542136	21.5	5.2	21.5	4.7	22.5	6.0	22.1	4.5	22.0	4.5
In between	257433	19.2	5.1	18.8	4.3	20.2	5.8	20.0	4.3	19.7	4.3
E4, M2, SS2, NS2	97300	17.1	5.0	17.3	4.1	18.3	5.6	18.6	4.2	18.0	4.2
No Response	27794	19.0	5.7	19.6	4.9	20.2	6.5	20.2	4.8	19.9	4.9
HS GPA RANGES											
3.50 - 4.00	309610	23.8	4.8	23.6	4.6	24.8	5.8	23.8	4.4	24.1	4.2
3.00 - 3.49	272008	20.1	4.7	19.9	4.1	21.1	5.4	20.9	4.0	20.6	3.9
2.50 - 2.99	196719	18.0	4.4	18.0	3.5	19.0	5.1	19.3	3.8	18.7	3.6
2.00 - 2.49	105703	16.5	4.2	16.8	3.1	17.5	4.8	18.2	3.6	17.4	3.3
1.99 & below	29452	15.6	4.1	16.2	2.9	16.7	4.8	17.5	3.6	16.6	3.3

TABLE 9 HIGH SCHOOL GPA'S & ACT AVERAGE SCORES BY COMMON COURSE SEQUENCES

ENGLISH COURSE SEQUENCE	NUMBER OF STUDENTS	HS ENGLISH	ACT ENGLISH	ACT COMP
ENG 9, ENG 10, ENG 11, ENG 12, SPEECH	286061	3.19	20.9	21.4
ENG 9, ENG 10, ENG 11, ENG 12	564496	3.15	20.2	20.8
LESS THAN 4 YEARS OF ENGLISH	45697	3.16	18.2	19.2
NO ENGLISH COURSE/GRADE INFORMATION REPORTED	28409	3.14	19.0	19.8

MATHEMATICS COURSE SEQUENCE	NUMBER OF STUDENTS	HS MATH	ACT MATH	ACT COMP
ALG 1, ALG 2, GEOM, TRIG, CALC	57477	2.99	24.7	24.5
ALG 1, ALG 2, GEOM, TRIG, OTHER ADV MATH	88714	2.97	22.0	22.5
ALG 1, ALG 2, GEOM, TRIG	104652	2.94	20.4	21.1
ALG 1, ALG 2, GEOM, OTHER ADV MATH	80328	2.93	20.3	21.1
ALG 1, ALG 2, GEOM	191990	2.88	17.7	18.8
OTHER COMBINATIONS OF 3 OR MORE YEARS MATH	251242	2.97	22.6	22.8
LESS THAN 3 YEARS OF MATH	120215	2.85	16.0	17.0
NO MATH COURSE/GRADE INFORMATION REPORTED	30045	2.93	19.4	19.7

SOCIAL SCIENCE COURSE SEQUENCE	NUMBER OF STUDENTS	HS SOC SCI	ACT READING	ACT COMP
US HIST, WORLD HIST, AM GOVT, OTHER HIST	27343	3.25	22.2	21.6
US HIST, WORLD HIST, AM GOVT	66721	3.22	21.4	20.9
OTHER COMBINATIONS OF 3 OR MORE YRS SOC SCI	660367	3.25	21.6	21.1
LESS THAN 3 YEARS OF SOC SCI	140711	3.20	20.2	20.0
NO SOC SCI COURSE/GRADE INFORMATION REPORTED	29521	3.21	20.1	19.8

NATURAL SCIENCE COURSE SEQUENCE	NUMBER OF STUDENTS	HS NAT SCI	ACT SCI REAS	ACT COMP
GEN SCIENCE, BIOLOGY, CHEMISTRY, PHYSICS	272189	3.10	22.8	22.6
BIOLOGY, CHEMISTRY, PHYSICS	99131	3.07	23.6	23.8
GEN SCIENCE, BIOLOGY, CHEMISTRY	287942	3.08	20.3	20.1
OTHER COMBINATIONS OF 3 OR MORE YRS NAT SCI	24240	3.11	20.9	20.6
LESS THAN 3 YEARS OF NAT SCI	211417	3.06	18.9	18.5
NO NAT SCI COURSE/GRADE INFORMATION REPORTED	29744	3.07	20.1	19.8

TABLE 10 PERCENTAGE DISTRIBUTION OF PLANNED EDUCATIONAL MAJORS & VOCATIONAL CHOICES

	---PLANNED EDUC MAJOR---				MALE		FEMALE		TOTAL	
	NO. OF STU	AVG ACT COMP	CERTAINTY VERY (PERCENT)	CERTAINTY FAIRLY (PERCENT)	EDUC MAJOR (PERCENT)	1ST VOC (PERCENT)	EDUC MAJOR (PERCENT)	1ST VOC (PERCENT)	EDUC MAJOR (PERCENT)	1ST VOC (PERCENT)
AGRIC & AG TECH	21578	19.4	35	49	4	4	1	1	2	3
ARCH & ENV DESIGN	20072	20.7	38	48	3	3	2	2	2	2
BUSINESS & MGMT	100456	20.4	34	51	13	13	10	10	11	11
BUSINESS & OFFICE	9541	18.0	31	52	0	1	2	2	1	1
MARKETING & DISTRIB	5321	19.0	29	52	0	0	1	1	1	1
COMM & COMM TECH	34563	21.2	35	49	4	4	4	5	4	4
COMM & PERSONAL SVCS	32044	18.6	45	43	4	5	3	4	4	4
COMPUTER & INFO SCI	23813	20.9	40	49	4	4	1	1	3	3
CROSS-DISC STUDIES	878	23.2	20	45	0	0	0	0	0	0
EDUCATION	46037	20.1	47	43	2	2	8	8	5	5
TEACHER EDUCATION	35009	20.2	43	45	4	4	4	5	4	5
ENGINEERING (PRE)	63329	22.7	35	51	13	12	3	2	7	7
ENGINEERING TECH	14594	20.6	32	52	3	4	0	1	2	2
FOREIGN LANGUAGES	3224	23.1	33	48	0	0	1	0	0	0
HEALTH SCIENCES	182783	20.9	51	40	13	14	27	29	21	22
HOME ECONOMICS	5976	18.7	39	46	0	0	1	1	1	1
LETTERS	6679	24.6	30	51	1	0	1	1	1	1
MATHEMATICS	3743	24.2	27	52	1	0	0	0	0	0
PHIL, RELIG & THEOL	5028	22.3	48	38	1	1	0	0	1	1
SCIENCES (BIO & PHY)	43166	23.4	34	51	5	4	5	4	5	4
SOCIAL SCIENCES	77520	21.7	39	47	6	5	11	11	9	8
TRADE & INDUSTRIAL	9709	18.5	44	43	2	3	0	0	1	2
VISUAL & PERF ARTS	41377	21.2	46	42	5	5	5	5	5	5
UNDECIDED	87675	20.6	6	11	11	11	9	8	10	9
NO RESP TO ED MAJOR	50548									

TOTAL STUDENTS IN REPORT - 924663

TABLE 11 BACKGROUND INFORMATION ABOUT YOUR GRADUATING CLASS

	NO. OF STU	MEAN ACT COMP	PC
HS CURRICULUM OR PROG			
BUS COMM/VOC-OCCUP	90284	17.8	10
COLL PREP	606710	22.0	66
OTHER OR GEN OR NO RESP	227669	19.2	25
REQUEST ASSISTANCE WITH			
ED/OCCUP PLANS	391011	21.0	42
EXPR IDEAS IN WRITING	222973	19.4	24
READING/COMPREHENSION	270330	19.2	29
STUDY SKILLS	399650	19.5	43
MATH SKILLS	378536	19.1	41
PERSONAL CONCERNS	111931	19.3	12
EXPRESSED FIN NEED			
NEED FINANCIAL AID	745133	20.9	81
NEED TO FIND WORK	627157	20.7	68
SPECIAL COLLEGE PROG			
INDEP STUDY	379456	21.8	41
HONORS COURSES	276778	23.6	30
ADV PLACEMENT IN COLL			
ENGLISH	263165	22.8	28
MATH	228452	23.2	25
SOCIAL STUDIES	237809	22.6	26
NATURAL SCIENCE	223266	22.9	24
FOREIGN LANG	179596	22.4	19
MAX YEARLY COLL TUITION			
$1000 & UNDER	53733	17.5	6
$1001 - $2000	76811	18.9	8
$2001 - $4000	143962	20.0	16
$4001 - $7500	150377	21.0	16
$7501 & OVER	49524	22.0	5
NO PREFERENCE	382825	22.0	41
NO RESPONSE	67431	20.0	7
GRADE LEVEL WHEN TESTED			
SOPHOMORE	5400	20.7	1
JUNIOR	333129	22.0	36
SENIOR	576352	20.2	62
OTHER/NO RESPONSE	9782	19.6	1
COLLEGE CORE PREPARATION			
CORE OR MORE	542136	22.0	59
LESS THAN CORE	354733	19.2	38
NO RESPONSE	27794	19.9	3
TOTAL STUDENTS IN REPORT	924663	20.9	100

	NO. OF STU	MEAN ACT COMP	PC
RACE-ETHNIC BACKGROUND			
AFRICAN-AMER/BLACK	87630	17.0	9
AMER/ALASKAN NATIVE	11580	18.8	1
CAUCASIAN AMER/WHITE	654377	21.6	71
MEXICAN AMER/CHICANO	21345	18.7	2
ORIENTAL/PACIFIC AMER	27847	21.6	3
PUERTO RICAN/HISPANIC	25857	18.9	3
OTHER	14243	19.6	2
MULTIRACIAL	6578	20.5	1
PREFER NO RESP/BLANK	75206	20.5	8
ESTIMATED FAMILY INCOME			
LESS THAN $18,000	104195	18.5	11
$18000 - $23999	73411	19.4	8
$24000 - $29999	74996	20.1	8
$30000 - $35999	81206	20.6	9
$36000 - $41999	79244	20.8	9
$42000 - $49999	89816	21.2	10
$50000 - $59999	93580	21.6	10
$60000 AND OVER	212816	22.6	23
NO RESPONSE	115399	20.4	12
HS CLASS RANK			
TOP QTR	386575	23.6	42
2ND QTR	300613	19.5	33
3RD QTR	154589	17.6	17
4TH QTR	20832	16.6	2
NO RESPONSE	62054	19.6	7
STUDENT REPORTED HSA			
3.5 - 4.0	275461	24.5	30
3.0 - 3.4	269394	20.7	29
2.5 - 2.9	173353	18.8	19
2.0 - 2.4	113435	17.4	12
1.5 - 1.9	32924	16.6	4
1.0 - 1.4	6160	16.3	1
0.5 - 0.9	1365	18.1	0
NO RESPONSE	52571	19.7	6
EDUC DEG ASPIRATION			
VOC-TECH	12070	17.0	1
2YR COL DEGREE	47034	17.2	5
BACHELORS DEGREE	303528	19.9	33
GRAD STUDY	190325	22.3	21
PROF LEVEL DEGREE	290799	22.1	31
OTHER	25904	18.0	3
NO RESPONSE	55003	19.7	6

TABLE 13 DISTRIBUTION OF PLANNED EDUCATIONAL MAJORS AND ACT COMPOSITE SCORES

	NUMBER OF STUDENTS	MEAN ACT COMP
AGRICULTURE & AG TECH	(21578)	(19.4)
AGRICULTURAL BUSINESS	1213	19.3
AGRICULTURAL ECONOMICS	193	20.2
AGRICULTURAL MECHANICS	257	18.0
AGRI PRODUCTION/TECH	290	19.4
AGRONOMY	292	20.4
ANIMAL SCIENCES	1822	20.3
FARM & RANCH MANAGEMENT	781	18.6
FISH, GAME, WILDLIFE MGMT	3683	19.2
FOOD SCIENCES/TECHNOLOGY	119	19.7
FORESTRY & RELATED SCI	2038	20.1
HORTICULTURE/ORNMNTL HORT	499	19.7
NATURAL RESOURCES MGMT	510	20.8
AGRICULTURE & AG TECH,GEN	9881	19.1
ARCHI & ENVIR DESIGN	(20072)	(20.7)
ARCHITECTURAL DRAFTING	4329	20.0
ARCHITECTURE	2492	22.3
BLDG CON/CONSTRUCTION SCI	685	18.4
CITY & REGIONAL PLANNING	139	20.3
ENVIRONMENTAL DESIGN	176	20.0
INTERIOR DESIGN	2023	19.8
LANDSCAPE ARCHITECTURE	923	19.9
ARCHI & ENVIR DESIGN, GEN	9305	21.1
BUSINESS & MGMT	(100456)	(20.4)
ACCOUNTING	15781	20.5
BANKING & FINANCE	2347	20.9
BUSINESS ADMIN & MGMT	12214	20.1
BUSINESS ECONOMICS	1364	21.4
CONTRACT MGMT & PURCHSING	159	19.1
HOTEL/RESTAURANT MGMT	1871	19.1
HUMAN RESOURCE DEVEL/TRNG	190	20.3
INSTITUTIONAL MANAGEMENT	34	18.8
INSURANCE & RISK MGMT	529	19.8
INTERNATL BUSINESS/MGMT	3598	22.3
LABOR/INDUSTRL RELATIONS	48	19.6
MANAGEMENT INFO SYSTEMS	238	20.9
MANAGEMENT SCIENCE	94	19.9
MARKETING MGMT & RESEARCH	2156	20.4
ORGANIZATIONAL BEHAVIOR	35	19.1
PERSONNEL MANAGEMENT	241	18.5
REAL ESTATE	702	18.1
SML BUSINESS MGMT/OWNRSHP	3439	19.2
TRADE & INDUSTRIAL MGMT	92	17.9
TRANSPORTATION MANAGEMENT	117	18.9
BUSINESS & MGMT, GEN	55207	20.4
BUSINESS & OFFICE	(9541)	(18.0)
BOOKKEEPING	178	17.4
BUSINESS DP/COMPUTER OPER	897	17.0
COURT REPORTING	154	17.3
OFFICE SUPERVISION & MGMT	468	18.5
SECRETARIAL	1468	17.3
TYPING & GENERAL OFFICE	209	16.3
WORD PROCESSING	141	16.3
BUSINESS & OFFICE, GEN	6026	18.4
MARKETING & DISTRIB	(5321)	(19.0)
FASHION MERCHANDISING	1031	18.4
RETAILING & SALES	507	19.0
TRAVEL SERVICES & TOURISM	534	17.8
MARKETING & DISTRIB, GEN	3249	19.4
COMMUNIC & COMM TECH	(34563)	(21.2)
ADVERTISING	2243	20.8
COMMERCIAL ART	1633	19.9
GRAPHIC & PRINT COMMUNIC	660	19.7
JOURNALISM	5635	22.5
PHOTO/MOTION PICTURE TECH	718	20.1
PUBLIC RELATIONS	1285	21.2
RADIO/TV BROADCASTING	4853	20.2
RADIO/TV PRODUCTN & TECH	873	19.9
COMMUNIC & COMM TECH, GEN	16663	21.4
COMMNTY & PRSNL SVCS	(32044)	(18.6)
CORRECTIONS	166	17.6
COSMETOLOGY/BARBERING	1011	16.3
CRIMINAL JUSTICE/CRIMINOL	9220	18.9
FIRE PROTECTN/SAFETY TECH	878	18.3
FUNERAL SVCS/MORTUARY SCI	309	17.8
LAW ENFORCEMENT & ADMIN	5887	18.2
LIBRARY SCIENCE/ASSISTING	89	22.0
MILITARY SCIENCE/TECH	485	21.1
PARKS & RECREATION	342	19.1
PUBLIC ADMINISTRATION	140	20.4
PUBLIC AFFAIRS	93	18.7
SOCIAL WORK	3259	18.8
COMMNTY & PRSNL SVCS, GEN	10165	18.7

TABLE 13 (CONTINUED)

	NUMBER OF STUDENTS	MEAN ACT COMP
COMPUTER & INFO SCI	(23813)	(20.9)
COMPUTER PROGRAMMING	6311	19.9
COMPUTER SCIENCE	6332	22.0
DATA PROCESSING	336	17.2
INFO SCIENCES & SYSTEMS	649	21.6
MATH/COMPUTER SCIENCE	670	23.5
COMPUTER & INFO SCI, GEN	9515	20.8
CROSS-DISC STUDIES	(878)	(23.2)
AREA & ETHNIC STUDIES	157	21.6
LIBERAL/GENERAL STUDIES	475	23.3
MULTI-/INTERDISC STUDIES	113	24.6
CROSS-DISC STUDIES, GEN	133	23.8
EDUCATION	(46037)	(20.1)
ADULT & CONTINUING EDUC	150	20.4
EDUCATION ADMINISTRATION	361	19.6
ELEMENTARY EDUCATION	16506	20.0
JR HIGH/MIDDLE SCH EDUC	1470	19.4
PRE-ELEMENTARY EDUCATION	2943	18.7
SECONDARY EDUCATION	4932	21.7
STUDENT COUNSELING	659	18.9
TEACHER AIDE	44	16.3
EDUCATION, GENERAL	18972	20.1
TEACHER EDUCATION	(35009)	(20.2)
AGRICULTURAL EDUCATION	237	19.9
ART EDUCATION	892	20.0
BUSINESS EDUCATION	201	19.4
ENGLISH EDUCATION	2706	22.2
FOREIGN LANGUAGES EDUC	394	21.7
HEALTH EDUCATION	184	17.1
HOME ECONOMICS EDUCATION	95	18.8
INDUSTRIAL ARTS EDUCATION	55	18.3
MATHEMATICS EDUCATION	1567	21.8
MUSIC EDUCATION	3503	22.0
PHYSICAL EDUCATION	4946	17.6
SCIENCE EDUCATION	558	21.6
SOC STUDIES/SOC SCI EDUC	1717	21.2
SPECIAL EDUCATION	2114	20.0
SPEECH CORRECTION EDUC	275	19.5
TEACHING ENGL AS 2ND LANG	97	20.6
TECHNICAL/TRADE EDUCATION	71	19.0
TEACHER EDUCATION, OTHER	940	19.4
TEACHER EDUCATION, GEN	14457	20.0
ENGINEERING	(63329)	(22.7)
AEROSPACE ENGINEERING	3803	24.1
AGRICULTURAL ENGINEERING	433	21.4
ARCHITECTURAL ENGINEERING	1948	22.0
BIOENGINEER & BIOMED ENG	1655	25.9
CERAMIC ENGINEERING	69	23.8
CHEMICAL ENGINEERING	3433	25.1
CIVIL ENGINEERING	2460	23.0
COMPUTER ENGINEERING	4443	22.3
CONSTRUCTION ENG/MGMT	602	19.4
ELECTRCL & ELECTRONIC ENG	5574	21.8
ENGINEERING MANAGEMENT	140	20.4
ENGINEERING PHYSICS	348	25.4
ENGINEERING SCIENCE	209	22.3
ENVIRONMENTAL HEALTH ENG	726	23.4
GEOLOGICAL & GEOPHYS ENG	110	23.0
INDUSTRIAL ENGINEERING	499	21.7
MATERIALS ENGINEERING	125	24.4
MECHANICAL ENGINEERING	4996	22.6
METALLURGICAL ENGINEERING	70	22.5
MINING & MINERAL ENG	68	21.7
NAVAL ARCHIT & MARINE ENG	215	22.6
NUCLEAR ENGINEERING	331	24.9
OCEAN ENGINEERING	128	21.5
PETROLEUM ENGINEERING	102	20.3
SYSTEMS ENGINEERING	71	21.6
ENGINEERING, GENERAL	30771	22.5
ENGINEER-RELATD TECH	(14594)	(20.6)
AERONAUTICAL TECHNOLOGY	845	22.2
AC, HEATING, REFRIG TECH	169	16.3
ARCH DSGN & CONSTRCT TECH	734	20.8
BIOMEDICAL EQUIPMENT TECH	155	23.1
CIVIL TECHNOLOGY	227	22.5
COMPUTER TECHNOLOGY	1445	20.3
CONSTRUCTION TECHNOLOGY	181	17.7
DRAFTING & DESIGN TECH	902	19.5
ELECTRICAL TECHNOLOGY	896	19.1
ELECTRONIC TECHNOLOGY	1310	19.3
ELECTROMECHAN INSTRM TECH	95	18.8
ENVIRONMENTAL CONTRL TECH	280	21.4
INDUSTRL PRODUCTION TECH	101	19.9

TABLE 13 (CONTINUED)

	NUMBER OF STUDENTS	MEAN ACT COMP
LASER ELECTRO-OPTIC TECH	57	21.2
MANUFACTURING TECHNOLOGY	107	19.4
MECHANICAL DESIGN TECH	599	21.4
MINING & PETROLEUM TECH	25	19.8
OCCUPATL SFTY & HLTH TECH	20	19.6
SURVEYING & MAPPING TECH	81	19.7
ENGINEERING TECH, OTHER	469	20.3
ENGINEER-RELATD TECH, GEN	5896	21.3
FOREIGN LANGUAGES	(3224)	(23.1)
ASIATIC LANGUAGES	186	23.6
CLASSICAL LANGUAGES	60	25.8
FRENCH	494	24.0
GERMAN	245	23.7
ITALIAN	28	20.7
MIDDLE EASTERN LANGUAGES	21	22.2
RUSSIAN	73	24.6
SPANISH	990	22.4
FOREIGN LANGUAGES, OTHER	143	22.2
FOREIGN LANGUAGES, GEN	984	23.1
HEALTH SCI & ALLIED	(182783)	(20.9)
CHIROPRACTIC	1123	20.7
DENTAL ASSISTING	429	16.7
DENTAL HYGIENE	1848	18.2
DENTAL LAB/TECHNOLOGY	123	18.3
DENTISTRY	3055	21.1
EMERG MED TECH/PARAMEDIC	1041	18.2
HEALTH CARE ADMIN	506	19.1
MEDICAL/SURG ASSISTING	1970	18.7
MEDICAL LAB/TECHNOLOGY	1808	19.9
MED RECORDS ADMIN/TECH	575	19.3
MEDICINE	37004	23.7
MNTL HLTH & HUM SVCS/TECH	627	19.6
NUCLEAR MEDICAL TECH	165	20.0
NURSING (PRACTICAL)	2833	16.8
NURSING (REGISTERED)	18672	18.7
OCCUPATNL THERAPY/ASSIST	2575	19.9
OPTOMETRY	1369	21.8
PHARMACY	5572	21.7
PHYSICIAN ASSISTING	1059	20.1
PHYSICAL THERAPY/ASSIST	19962	20.4
RADIOLOGY/RADIOLOGIC TECH	3076	18.7
REC/ART/MUSIC THERAPY	392	21.2
RESPIRATORY THERAPY/TECH	606	18.0
SPEECH PATHOL/AUDIOLOGY	941	21.1
VETERINARIAN ASSISTING	825	18.5
VETERINARY MEDICINE	8055	22.3
HEALTH SCI & ALLIED, GEN	66572	20.4
HOME ECONOMICS	(5976)	(18.7)
CHILD DEV, CARE, GUIDANCE	1240	17.5
CHILD CARE AIDE/ASSISTING	257	16.2
CULINARY ARTS	802	19.1
FAMILY/CONS RESOURCE MGMT	28	17.8
FASHION DESIGN	526	19.0
FOOD PRODUCTN, MGMT, SVCS	192	17.6
FOOD SCI & NUTR/DIETETICS	715	21.1
HUMAN ENVIRON & HOUSING	36	17.5
INDIVIDUAL & FAMILY DEVEL	79	19.3
TEXTILES AND CLOTHING	49	19.5
HOME ECONOMICS, GENERAL	2052	18.8
LETTERS	(6679)	(24.6)
CLASSICS	65	25.0
COMPARATIVE LITERATURE	87	25.3
CREATIVE WRITING	2021	23.8
ENGLISH, GENERAL	2091	25.2
LINGUISTICS	89	26.0
LITERATURE, ENGLISH/AMER	685	25.0
SPEECH, DEBATE, FORENSICS	71	22.6
LETTERS, GENERAL	1570	24.8
MATHEMATICS	(3743)	(24.2)
ACTUARIAL SCIENCES	266	25.5
APPLIED MATHEMATICS	380	23.1
STATISTICS	144	23.1
MATHEMATICS, GENERAL	2953	24.2
PHILOS, RELIG, THEOL	(5028)	(22.3)
BIBLE STUDIES	889	22.0
PHILOSOPHY	577	23.8
RELIGION	552	21.9
RELIGIOUS EDUCATION	548	21.3
RELIGIOUS MUSIC	213	21.2
THEOLOGY	438	22.5
PHILOS, RELIG, THEOL, GEN	1811	22.4

TABLE 13 (CONTINUED)

	NUMBER OF STUDENTS	MEAN ACT COMP
SCIENCES	(43166)	(23.4)
ASTRONOMY	687	23.3
ATMOSPHER SCI & METEOROL	729	22.2
BIOCHEMISTRY & BIOPHYSICS	1893	25.8
BIOLOGY	13326	23.3
BOTANY	254	22.9
CHEMISTRY	3430	24.4
EARTH SCIENCE	477	21.7
ECOLOGY	708	24.2
GEOLOGY	480	23.2
MICROBIOLOGY	788	24.4
OCEANOGRAPHY	2451	20.9
PHYSICS	1443	26.9
ZOOLOGY	2771	21.7
SCIENCES, GENERAL	13729	23.4
SOCIAL SCIENCES	(77520)	(21.7)
ANTHROPOLOGY	1188	24.1
ECONOMICS	342	25.5
GEOGRAPHY	182	20.5
HISTORY	4062	23.2
INTERNATIONAL RELATIONS	1278	25.1
LAW	16899	21.8
PARALEGAL/LEGAL ASSISTING	853	18.7
POLITICAL SCI/GOVERNMENT	4859	23.5
PSYCHOLOGY	25741	21.2
SOCIOLOGY	1793	20.0
URBAN STUDIES	61	21.3
SOCIAL SCIENCES, GENERAL	20262	21.6
TRADE & INDUSTRIAL	(9709)	(18.5)
AIRCRAFT MECHANICS	228	18.9
AIRPLANE PILOTING & NAVIG	1958	21.0
AUTOMOTIVE BODY REPAIR	323	16.8
AUTOMOTIVE MECHAN & TECH	1284	18.0
AVIATION MANAGEMENT	84	19.0
COMPUTER ELECTRNCS/REPAIR	233	18.8
CONSTRCT TRADES & CARPENT	463	17.6
DIESEL MECHANICS & TECH	372	17.5
DRAFTING	247	17.8
ELECTRICAL EQUIP REPAIR	393	17.6
HEATING, AC, REFRIG MECH	117	16.4
TOOL OPER/MACHINE SHOP	305	17.6
MECHANICAL DRAFTING	63	18.8
WELDING & WELDING TECH	327	16.1
TRADE & INDUSTRIAL, GEN	3312	18.2
VISUAL/PERFORM ARTS	(41377)	(21.2)
APPLIED DESIGN/CRAFTS	225	20.8
ART	4389	20.5
ART HIST & APPRECIATION	266	22.7
CINEMATOGRAPHY/FILM/VIDEO	1972	22.3
DANCE	1182	20.7
DESIGN, GENERAL	648	20.5
DRAMATIC ARTS	3583	22.4
FINE ARTS, GENERAL	949	21.8
GRAPHIC ARTS TECHNOLOGY	954	20.2
GRAPHIC DESIGN	2083	20.9
MUSIC (LIBERAL ARTS)	2035	23.0
MUSIC PERFORMANCE	5928	21.9
MUSIC THEORY & COMPOSIT	1168	22.2
PHOTOGRAPHY	1665	19.7
VISUAL/PERFORM ARTS, GEN	14330	20.5
UNDECIDED	(87675)	(20.6)

TABLE 14 AVERAGE ACT COMPOSITE SCORE BY CAREER CLUSTER

REFERENCE GROUP	TOTAL FREQ	TOTAL MEAN	CORE OR MORE FREQ	CORE OR MORE MEAN	LESS THAN CORE FREQ	LESS THAN CORE MEAN	MALES FREQ	MALES MEAN	FEMALES FREQ	FEMALES MEAN
PLAN ON 2-YEARS OR LESS OF COLLEGE										
BUSINESS CONT (02-03)	5794	16.9	1598	17.9	4144	16.5	914	17.0	4880	16.9
BUSINESS OPER (04-05)	8497	17.3	2393	18.5	6025	16.8	3207	17.2	5290	17.3
TECHNICAL (06-07)	12798	17.2	3654	18.5	9001	16.7	8513	17.2	4285	17.2
SCIENCE (08-09)	6398	17.8	2057	19.0	4256	17.3	3310	17.8	3088	17.8
ARTS (10-11)	3008	17.9	943	19.1	2026	17.4	863	18.1	2145	17.9
SOCIAL SERVICE (12-01)	4041	17.0	1115	18.1	2872	16.7	966	16.9	3075	17.1
OTHER*	18568	16.9	5409	18.0	12851	16.4	7764	16.8	10804	16.9
TOTAL	59104	17.2	17169	18.4	41175	16.7	25537	17.2	33567	17.2
PLAN ON 4-YEARS OR MORE OF COLLEGE										
BUSINESS CONT (02-03)	93952	20.6	58286	21.5	35103	19.1	29095	21.1	64857	20.3
BUSINESS OPER (04-05)	64699	20.5	38555	21.5	25739	19.1	30099	20.5	34600	20.6
TECHNICAL (06-07)	85655	20.8	52769	21.8	32257	19.1	55230	20.8	30425	20.8
SCIENCE (08-09)	111287	22.5	73822	23.3	36477	20.9	56597	22.7	54690	22.3
ARTS (10-11)	77805	22.5	50749	23.3	26401	20.9	25795	22.8	52010	22.3
SOCIAL SERVICE (12-01)	83397	21.0	50986	21.9	31729	19.6	23985	21.3	59412	20.9
OTHER*	267857	21.2	169625	22.1	95281	19.6	121756	21.3	146101	21.1
TOTAL	784652	21.3	494792	22.2	282987	19.7	342557	21.5	442095	21.2

* OTHER = STUDENTS WHO HAD WORLD-OF-WORK REGIONS THAT DIFFERED FROM THOSE LISTED

TABLE 15 HIGH SCHOOL ACADEMIC AREA GRADE AVERAGES BY GENDER AND RACE/ETHNICITY

REFERENCE GROUP	NUMBER OF STUDENTS	ENGLISH	MATH	SOCIAL STUDIES	NATURAL SCIENCE	HS GPA
MALE	401940	3.00	2.88	3.17	3.01	3.04
FEMALE	511552	3.29	2.97	3.29	3.13	3.22
AFRICAN-AMERICAN/BLACK	86646	2.84	2.55	2.93	2.76	2.82
CAUCASIAN-AMERICAN/WHITE	650441	3.22	2.99	3.29	3.13	3.19
OTHER MINORITY	99745	3.16	2.96	3.24	3.08	3.15
MISSING/PREFER NO RESP	76660	3.08	2.84	3.16	3.01	3.06
TOTAL	913492	3.16	2.93	3.24	3.08	3.14

APPENDIX

INSTRUCTIONS FOR USING THE DATA PRESENTED IN THIS REPORT ARE PROVIDED IN THE INTERPRETIVE GUIDE, YOUR COLLEGE-BOUND STUDENTS. IF YOU NEED A COPY OF THIS GUIDE, PLEASE WRITE TO ACT RESEARCH SERVICES, AMERICAN COLLEGE TESTING, P.O. BOX 168, IOWA CITY, IOWA 52243.

THE DATA PRESENTED IN THIS REPORT ARE BASED ON ALL STUDENTS WHO GRADUATED FROM HIGH SCHOOL IN THE SPRING OF 1996, AND WHO TOOK THE ACT ASSESSMENT DURING THEIR JUNIOR OR SENIOR YEAR IN HIGH SCHOOL. IF A STUDENT TOOK THE TEST MORE THAN ONE TIME, ONLY THEIR MOST RECENT SCORES ARE USED. THOSE STUDENTS WHO TESTED RESIDUALLY OR WHO FAILED TO LIST A VALID HIGH SCHOOL CODE ARE NOT INCLUDED IN THIS REPORT.

IT SHOULD BE NOTED THAT COLLEGE-BOUND STUDENTS WHO TAKE THE ACT ASSESSMENT ARE NOT REPRESENTATIVE, IN SOME RESPECTS, OF COLLEGE-BOUND STUDENTS NATIONALLY. FIRST, STUDENTS WHO LIVE IN THE MIDWEST, ROCKY MOUNTAINS AND PLAINS, AND THE SOUTH ARE OVERREPRESENTED AMONG ACT-TESTED STUDENTS AS COMPARED TO COLLEGE-BOUND STUDENTS NATIONALLY. SECOND, ACT-TESTED STUDENTS TEND TO ENROLL IN PUBLIC COLLEGE AND UNIVERSITIES MORE FREQUENTLY THAN DO COLLEGE-BOUND STUDENTS NATIONALLY.

CAUTION SHOULD BE USED IN MAKING COMPARISONS BETWEEN STATE AND NATIONAL NORMS. STATE NORMS MAY DIFFER FROM NATIONAL NORMS FOR NON-EDUCATIONAL REASONS SUCH AS REPRESENTATIVENESS OF THE ACT-TESTED POPULATION AND THE DEMOGRAPHIC MAKE-UP OF A STATE.

SINCE THE ACT ASSESSMENT IS DESIGNED FOR THOSE STUDENTS WHO PLAN TO ATTEND COLLEGE, THE FOCUS IS ON THE STUDENTS WHO COMPLETED THE RECOMMENDED COLLEGE PREPARATORY COURSES. THE RECOMMENDED COLLEGE CORE COURSES (AS DEFINED BY ACT) INCLUDE:

ENGLISH (FOUR YEARS OR MORE)
ONE YEAR CREDIT EACH FOR ENGLISH 9, ENGLISH 10, ENGLISH 11, ENGLISH 12

MATHEMATICS (THREE YEARS OR MORE)
ONE YEAR CREDIT EACH FOR ALGEBRA I, ALGEBRA II, GEOMETRY
ONE-HALF YEAR CREDIT EACH FOR TRIGONOMETRY, CALCULUS (NOT PRE-CALCULUS), OTHER MATH COURSES BEYOND ALGEBRA II, COMPUTER MATH/COMPUTER SCIENCE

SOCIAL SCIENCES (THREE YEARS OR MORE)
ONE YEAR CREDIT EACH FOR AMERICAN HISTORY, WORLD HISTORY, AMERICAN GOVERNMENT
ONE-HALF YEAR CREDIT EACH FOR ECONOMICS, GEOGRAPHY, PSYCHOLOGY, OTHER HISTORY

NATURAL SCIENCES (THREE YEARS OR MORE)
ONE YEAR CREDIT EACH FOR GENERAL/PHYSICAL/EARTH SCIENCE, BIOLOGY, CHEMISTRY, PHYSICS

VALIDITY STUDIES COMPLETED BY ACT HAVE SHOWN THAT STUDENTS REPORT THEIR HIGH SCHOOL GRADES ACCURATELY 85% OR MORE OF THE TIME.

46255-RA2

American College Testing
2201 North Dodge Street, P.O. Box 168
Iowa City, Iowa 52243

BEST COPY AVAILABLE

TM

News from ACT

EMBARGOED FOR USE UNTIL 12:01 A.M. EDT THURSDAY, AUG. 15, 1996

Hold for release: **12:01 a.m. EDT Thursday, August 15, 1996**

Contact: Kelley Hayden Ph. 319-337-1028, FAX 319-337-1059
Nights & weekends: 319-354-8579
August 14 only: 202-223-2318
e-mail: hayden@act.org

NOTE TO EDITORS/REPORTERS: This news release and other documents in the packet report information about the nation's 1996 high school graduates who took the ACT Assessment. States, districts and schools receive similar information about their students. However, ACT releases only national and selected state data; ACT does not provide local district or school data to the media.

ACT is a nonprofit organization that provides assessment-driven programs and services designed to inform individuals' decision-making at key transition points in their educations and careers.

ACT NATIONAL AVERAGE UP FOR THIRD TIME IN FOUR YEARS

* **Females Increase Scores, Narrow "Gap" Again**
* **Continued Increase in Graduates' Readiness for College-Level Work**
* **Native Americans Lead Improvements in Minority Group Scores**
* **Advanced High School Courses Directly Connected to Better Performance**

Iowa City, Iowa, August 15 -- The national average composite score on the ACT, the entrance examination taken by nearly 60 percent of America's entering college freshmen, increased to 20.9 this year, from 20.8 in 1995. This is the third year in the last four that the national average has increased.

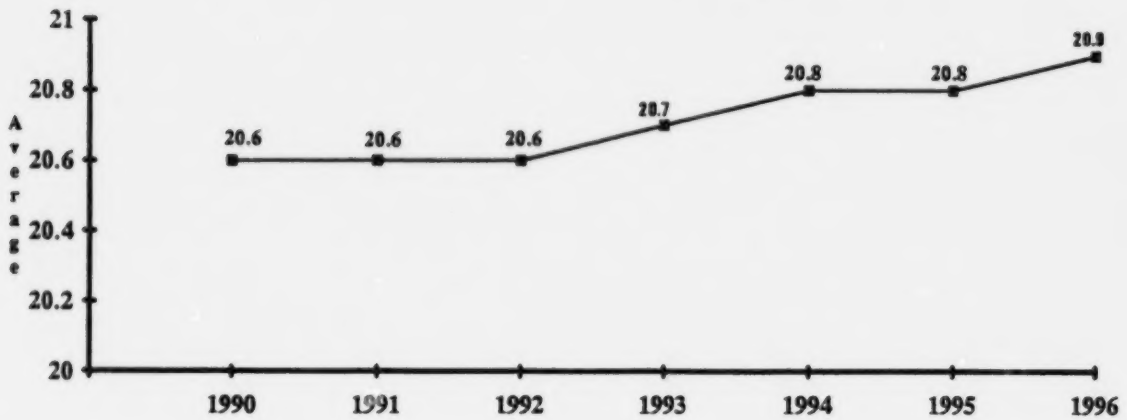
(more)

2201 North Dodge Street, P.O. Box 168
Iowa City, Iowa 52243

TM 02612 6

The ACT score range is 1 to 36, and the nation's 1996 average was derived from the individual scores of the 925,000 high school graduates in all 50 states who took the ACT Assessment.

ACT Assessment National Composite Averages, 1990-1996



According to an announcement today from ACT president Richard L. Ferguson, this is only the second time since ACT scores were first reported in 1960 that the national composite average has increased as often as three times in a four-year period. In one earlier period, 1984-86, the average increased in each of three consecutive years.

"An increase in three of four years may not guarantee continued increases," Ferguson said, "but it is certainly a positive--and virtually unprecedented--development.

(more)

"It's good news for our universities and colleges. Increases in ACT Assessment scores signal better preparation on the part of students for their freshman-year courses. And it also speaks well of secondary education. By challenging students to take more rigorous courses and get more out of their high school experience, educators are preparing them for higher achievement in college and beyond."

Ferguson attributed the higher scores to more students, especially females and minorities, taking higher-level courses in English, math, social studies and science. The ACT Assessment includes four achievement tests that measure the educational development of college-bound students in those academic areas.

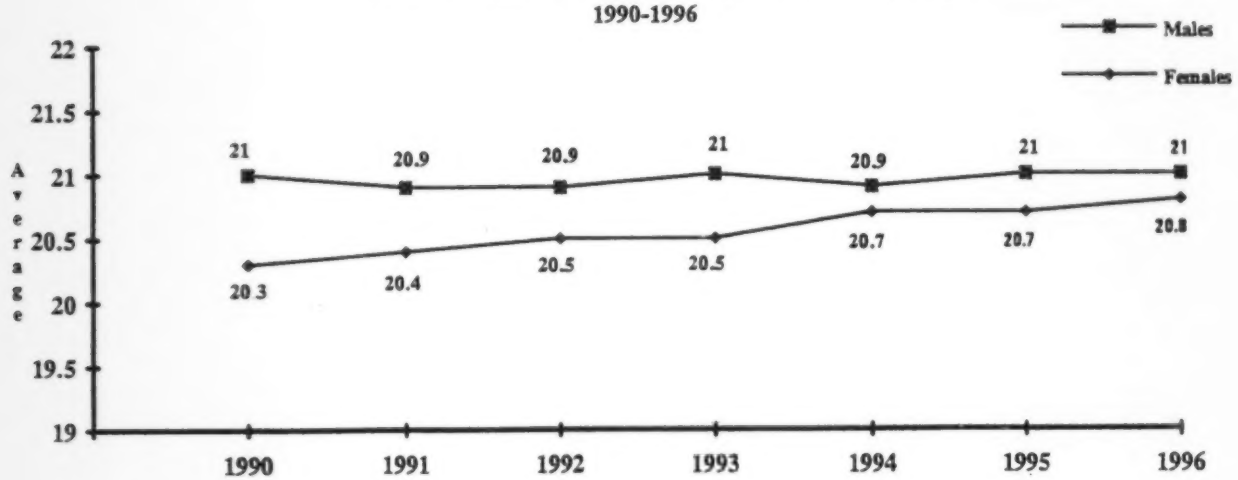
*** Females Increase Scores, Narrow "Gap" Again**

"The increase in the national average score this year can be attributed particularly to the performance of female students, who now take the ACT in greater numbers than their male counterparts," Ferguson said. "The average composite score for females has risen four times in six years, while the average composite score achieved by males during that period has remained stable."

Not only have males historically had higher average composite scores than females, but, until recently, the scores of the two groups had always fluctuated, the divergence often as

wide as 1.5 points and never narrower than 0.4. Then, in 1994, the composite average for females increased by 0.2 point, and the difference between male and female composite score averages also shrunk to that same margin, the narrowest ever. It widened to 0.3 point last year, but in 1996 it has closed to 0.2 once more.

ACT Assessment National Composite Averages by Gender
1990-1996



"The divergence between the overall scores of male and female students has never before been as narrow as it has been for the last three years," Ferguson said. "And, if we look at the increased preparation of females in core courses, we can see one reason why."

(more)

To complete ACT's definition of a core curriculum, students must take at least four years of English and three or more of social sciences, of natural sciences and of mathematics (algebra and higher). The number of college-bound students following such a curriculum, once disturbingly low, has been rising annually for a decade.

"The percentages of males and females who report taking a core curriculum are now exactly equal," Ferguson said. "As recently as four years ago, significantly higher proportions of males took core courses, especially in math and science."

Research consistently has shown that higher-level preparation in the core courses is very strongly associated with higher achievement on the ACT Assessment. And ACT scores relate directly to students' postsecondary performance. Large differences between the scores of those who have followed a core curriculum and those who haven't are evident in all racial/ethnic groups and at all socioeconomic levels. This association results because the ACT measures higher-order thinking skills--skills students should have learned in their high school courses and that they need to succeed in college. In other words, it measures what they can do with what they know, not their general "aptitude" or their ability to recall factual material.

(more)

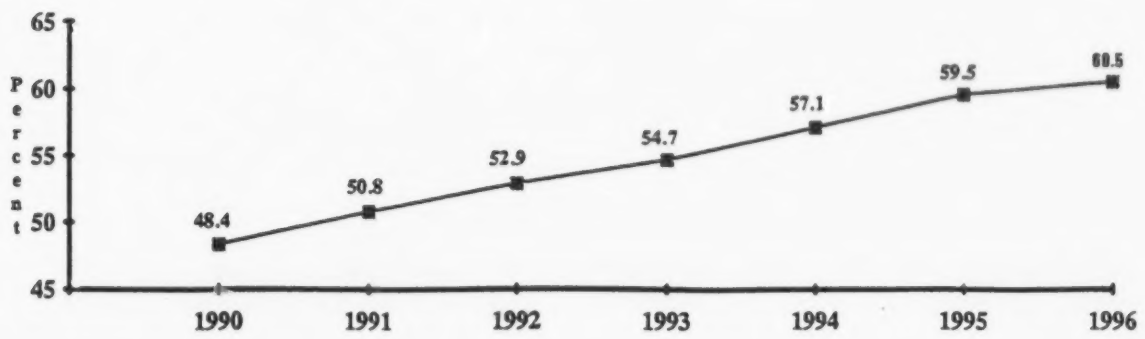
*** Continued Increase in Graduates' Readiness for College-Level Work**

About 60.5 percent of the ACT-tested 1996 graduates who provided information on their high school courses reported that they followed a core curriculum.

"Although this is only 1 percent more than in 1995," Ferguson said, "the total increase in the percentage of students taking the core since ACT began recording and reporting on high school students' course-taking patterns has been a substantial 22.6 percent.

"In 1987 we pointed out that a large majority, some 62 percent, of the nation's college-bound students were underprepared, and no more than 38 percent were ready for college-level work. Today, too many students still are not taking the core courses. But at least the sizes of the prepared and underprepared groups have been reversed."

Percentages of ACT-Tested Students Reporting Core Coursework, 1990-1996



(more)

Those reporting a college-preparatory curriculum on the ACT Assessment this year outnumbered those reporting lower levels of preparation by 187,000.

*** Native Americans Lead Improvements in Minority Group Scores**

"The relationship between increases in preparation and higher average scores can readily be seen in the recent performance of Native American students," Ferguson said. "Although just over half of them report core preparation, and they have some distance to go to catch up to the majority population, they have increased the size of their core-completing contingent nearly 8 percent since 1992, from 43.4 to 51.1 percent.

"And that has translated into composite score increases in every one of the last four years. No other ACT-tested group, minority or majority, has made comparable overall gains over this period."

College-bound Native Americans have also raised their average English and mathematics scores in each of the last four years and their reading and science reasoning scores in all but one. All the while, larger numbers of them have been tested each year, making their accomplishments, according to Ferguson, "even more significant than if their numbers had remained level or dropped."

(more)

ACT Performance of Native American Students, 1992-96

	1992	1993	1994	1995	1996
Number Tested	9,784	10,384	11,026	11,361	11,580
English Average	17.3	17.5	17.6	17.7	17.9
Mathematics Average	17.8	17.9	18.0	18.1	18.2
Reading Average	18.4	18.8	18.8	19.1	19.2
Science Reasoning Average	18.6	18.9	19.1	19.1	19.4
Composite Average	18.1	18.4	18.5	18.6	18.8

"I'm happy to report that Native Americans are not the only minority racial/ethnic-group members to improve their performance this year," Ferguson said. "Hispanic students of other than Mexican origin, for instance, raised all four of their scores: math and science by 0.1 point each, reading by 0.3 point, and English by 0.2, resulting in a composite score increase of 0.2 as well."

In addition to the gains made by Hispanic and Native American students, Mexican American graduates raised their English and reading scores by 0.1 each, which boosted them to a like increase in their composite score. College-bound Asian Americans, historically the minority group with the highest levels of preparation and highest scores, raised their English and math scores by 0.1 point each, but remained at last year's levels in other scores.

(more)

Among minority group scores this year, the only decline in any test average was one of 0.1 in the science reasoning score for African American students, which influenced a similar decline in their composite average. African Americans' marks in English, math and reading equaled last year's. Two factors related to the lower science reasoning score are that a lower than average percentage of African American students completed science courses through physics, and a higher than average percentage took less than three years of science. African Americans reported 34.4 percent taking physics and 27.1 percent with less than three years of science. The national averages were 41.5 and 23.6.

Of those 1996 ACT-tested graduates reporting their racial/ethnic status, 23.0 percent identified themselves as members of a minority group. This is just a slight increase over last year's 22.8 percent, but 2.7 percent over five years ago and an all-time high.

*** Advanced High School Courses Directly Connected to Better Performance**

Graduates in 1996 achieved the same ACT reading and math scores as in 1995 and improved performance on both the English and science reasoning tests by 0.1 point, resulting in the composite score increase. Science is the subject in which ACT-tested students have made the greatest improvement over the last five years, and the ACT science reasoning test provides the only national measure of the science skills of college-bound students.

(more)

"Achievement on the science reasoning test has been rising as the percentages of females and minorities taking higher-level math and science courses in secondary school have increased," Ferguson said. "Just last year, for instance, we reached the point where as many girls as boys are taking algebra II and chemistry.

"But courses more advanced than geometry or chemistry are necessary for the highest levels of achievement. So the questions now are: Why are so many college-bound students still not taking all the core courses? and What can be done to influence more to do so?"

ACT has long had the data necessary to relate achievement on the ACT Assessment and, subsequently, in college to courses taken in general terms. Information has been collected on groups of courses: for example, three or more years of science, or two or more years of math. More recently, ACT has been collecting the information to make the connection in terms of specific courses like chemistry or physics.

"Not everyone wants or needs to take physics, of course," Ferguson said. "But those students who take science courses through physics in high school do, as a group, achieve a significantly higher average, not only on the ACT science reasoning test, but also in their composite score. On the other hand, those who haven't taken physics score, on average, below the national mean on both measures. And ACT scores are directly related to later performance in college."

(more)

1996 Average ACT Science Reasoning and Composite Scores by High School Science Courses Taken

Natural Science Course Sequence	% of Students	Science Reasoning	Composite
General Science, Biology, Chemistry, Physics	41.5	23.0	22.9
General Science, Biology, Chemistry	32.2	20.3	20.1
Other Combinations of Three or More Years' Courses	2.7	20.9	20.6
Less Than Three Years of Natural Science	23.6	18.9	18.5

"The same relationship between advanced courses and overall performance on the ACT is seen when we examine various sequences of math courses," Ferguson said. "Those students who take trigonometry and calculus score, on average, well above those who stop at geometry or before."

(more)

1996 Average ACT Mathematics and Composite Scores by High School Math Courses Taken

Mathematics Course Sequence	% of Students	Math	Composite
Algebra I & II, Geometry, Trig, Calculus	6.4	24.7	24.5
Algebra I & II, Geometry, Trig, Other Advanced Math	9.9	2[illegible].0	22.5
Other Combinations of Three or More Advanced Math	28.1	22.6	22.8
Algebra I & II, Geometry, Trigonometry	11.7	20.4	21.1
Algebra I & II, Geometry, Other Advanced Math	9.0	20.3	21.1
Algebra I & II, Geometry	21.5	17.7	18.8
Less Than Three Years of Mathematics	13.4	16.0	17.0

"The sequence of math courses is like the rungs of a ladder students can climb for better preparation and higher achievement in the freshman year of college and beyond," Ferguson said, "as well as on the ACT Assessment itself. And our 1996 National High School Profile Report contains similar, though not quite so dramatic, pictures of the relationships between specific English and social studies courses and ACT composite scores.

"With these tables, individual students can see quite clearly the choices they need to make to prepare themselves for college and, especially, to achieve the kinds of scores that will provide them the most options and the best chances for scholarships. At the same time, given this evidence, teachers and administrators can determine exactly what steps they want to take to prepare their students for success in college."

# # #

TM

Cautions on the Use of State Aggregate ACT Scores

The ACT Assessment comprises four curriculum-based achievement tests designed to assess critical reasoning and higher-order thinking skills in English, mathematics, reading and science. These tests reflect students' skills and achievement levels as products of their high school experience and serve as critical measures of their preparation for academic coursework beyond high school. ACT Assessment results are used by postsecondary institutions across the nation for admissions, academic advising, course placement and scholarship decisions.

The accompanying list of average scores should not be interpreted as providing grounds for an explicit or implicit ranking of the various states' educational systems. Students who take the ACT Assessment are self-selected and do not represent the entire student population. Further, the percentages of students taking the ACT Assessment vary a great deal from state to state, as do those students' backgrounds and characteristics. Many factors--among them, motivation and the desire to learn, parental support, the quality of teaching, socioeconomic status and extracurricular experiences--contribute to individual and group student achievement. However, a core college-preparatory program can be identified as one significant precondition to success on the ACT Assessment and in postsecondary studies. ACT defines a core college-preparatory program as four years of English and three or more years each of mathematics (starting with Algebra I), science and social studies courses.

For a state with a high percentage of ACT-tested graduates, comparing the percentages and average composite ACT scores of the core and non-core completers reveals, in general, large differences in overall student achievement and postsecondary preparation. For a state with a low percentage of ACT-tested graduates, however, the differences between core and non-core completers are not as definitive.

TM026126

© 1996 by The American College Testing Program.

ACT Average Composite Scores by State
1996 ACT-Tested Graduates

State	Total		Core Completers		Non Core Completers		No Course Data	
	% of Graduates Tested*	Average Composite Score	% of Total Tested*	Average Composite Score	% of Total Tested*	Average Composite Score	% of Total Tested*	Average Composite Score
Alabama	57	20.1	63	21.4	35	17.8	2	19.0
Alaska	35	20.9	39	24.1	24	20.6	36	17.6
Arizona	27	21.2	65	22.0	33	19.5	2	19.9
Arkansas	64	20.2	67	21.3	29	17.9	4	18.7
California	11	21.0	67	21.8	31	19.1	3	20.4
Colorado	60	21.4	58	22.5	40	19.8	2	20.5
Connecticut	2	21.4	39	22.1	42	20.9	19	21.4
Delaware	4	21.1	70	22.0	29	18.6	1	24.5
Washington DC	5	19.6	65	20.1	29	18.4	5	20.6
Florida	34	20.6	71	21.6	24	18.0	4	19.1
Georgia	16	20.3	76	21.1	19	17.3	5	19.4
Hawaii	15	21.7	68	22.3	29	20.1	3	21.9
Idaho	59	21.3	51	22.4	47	20.2	2	19.4
Illinois	67	21.2	50	22.8	49	19.7	2	19.6
Indiana	19	21.3	55	22.7	40	19.3	5	21.0
Iowa	64	21.9	66	23.0	33	19.8	1	20.7
Kansas	70	21.3	49	23.0	50	19.7	1	19.3
Kentucky	62	20.1	35	21.1	64	19.6	2	18.6
Louisiana	73	19.4	67	20.4	31	17.2	2	19.1
Maine	2	21.2	44	21.8	41	20.9	15	20.4
Maryland	9	20.9	72	21.5	26	19.5	3	20.5
Massachusetts	5	21.2	40	21.7	39	20.9	21	21.0
Michigan	64	21.1	56	22.4	42	19.5	1	20.6
Minnesota	59	22.1	72	22.8	26	20.3	2	21.8
Mississippi	68	18.8	63	19.9	35	16.9	2	17.6
Missouri	63	21.4	57	22.7	41	19.7	2	20.4

* Totals for state and national graduating seniors were obtained from *High School Graduates Projections by State 1992-2009*, Copyright © by Western Interstate Commission for Higher Education, October, 1993.

© 1996 by The American College Testing Program.

ACT Average Composite Scores by State
1996 ACT-Tested Graduates

State	Total		Core Completers		Non-Core Completers		No Course Data	
	% of Graduates Tested*	Average Composite Score	% of Total Tested*	Average Composite Score	% of Total Tested*	Average Composite Score	% of Total Tested*	Average Composite Score
Montana	54	21.7	60	23.0	38	19.8	2	20.1
Nebraska	72	21.4	59	22.6	40	19.7	1	19.6
Nevada	39	21.2	63	22.0	35	19.6	2	21.3
New Hampshire	3	21.7	51	22.6	39	21.2	9	19.6
New Jersey	2	20.9	37	21.7	56	20.5	8	20.4
New Mexico	59	20.2	54	21.4	44	18.8	2	17.9
New York	16	21.7	64	23.0	30	19.1	6	20.8
North Carolina	11	19.6	68	20.4	28	17.7	3	18.3
North Dakota	77	21.3	68	22.4	31	18.7	1	20.1
Ohio	58	21.3	62	22.5	36	19.4	1	20.6
Oklahoma	63	20.5	49	21.8	48	19.2	3	19.6
Oregon	11	22.6	63	23.6	35	20.8	2	21.1
Pennsylvania	6	21.0	69	21.8	24	19.3	6	17.8
Rhode Island	1	21.6	41	22.4	50	21.2	9	20.1
South Carolina	13	19.1	68	20.1	27	16.8	4	18.0
South Dakota	65	21.4	63	22.5	36	19.6	1	19.5
Tennessee	77	19.9	56	21.3	42	18.0	2	18.4
Texas	30	20.2	67	21.2	30	18.0	3	18.6
Utah	66	21.4	40	22.4	58	20.7	2	20.3
Vermont	3	22.3	49	22.9	43	21.9	8	21.0
Virginia	5	20.8	63	21.8	30	19.3	7	18.8
Washington	15	22.3	56	23.2	42	21.1	2	21.7
West Virginia	54	20.0	44	21.1	55	19.2	1	18.6
Wisconsin	63	22.1	61	22.9	38	20.9	1	21.4
Wyoming	64	21.4	53	22.6	45	20.2	2	18.6
National	**35**	**20.9**	**59**	**22.0**	**38**	**19.2**	**3**	**19.9**

* Totals for state and national graduating seniors were obtained from *High School Graduates Projections by State 1992-2009*, Copyright © by Western Interstate Commission for Higher Education, October, 1993.

© 1996 by The American College Testing Program.